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ABSTRACT

A course inventory and a graduate student survey showed that while higher education has addressed violence and abuse issues in professional programs, efforts have not always kept up with changes in society. The inventory of postsecondary courses reported 925 courses dealing with issues of violence and abuse along with other aspects of professional education. In the survey of 1,168 recent graduates of professional programs, over 90 percent of respondents reported having direct need for understanding about violence and abuse. For all professional fields, required courses were less likely to have contributed to graduates' understanding than their own reading, research, workshops, experience, and on-the-job training. Specific areas of violence studied in professional education programs varied considerably by field. A section of the report presents data on licensing agencies, Minnesota institutions, curriculum standards, and continuing education for specific professional programs. Another section details the survey findings for each professional field covering course inventory, professional experience with violence, courses taken, adequacy of preparation, and future course development. Three recommendations to the legislature are offered: holding legislative hearings, transmitting the report and its findings to the appropriate programs and agencies, and establishing a multi-disciplinary Higher Education Center. (ND)

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REPORT OF THE TASK FORCE ON PROFESSIONAL EDUCATION ABOUT VIOLENCE AND ABUSE

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REPORT OF THE TASK FORCE ON PROFESSIONAL EDUCATION ABOUT VIOLENCE AND ABUSE

Submitted by the Minnesota Higher Education Coordinating Board
in Response to
Laws of Minnesota for 1992, Chapter 571, Article 16, Section 2

February 1993

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EXECUTIVE SUMMARY

The Task Force on Professional Education About Violence and Abuse presents its recommendations to the 1993 Legislature in the following report.

Studies conducted for the task force show that higher education has been addressing violence and abuse issues in professional programs, but efforts have not always kept up with changes in society. Specific changes in each profession need to be determined by faculty with leadership from statewide organizations, including professional associations, licensing agencies, and the legislature.

LEGISLATION

In the 1992 Omnibus Crime Bill, the Higher Education Coordinating Board was directed to convene and staff meetings of post-secondary system representatives and representatives of the boards that license certain professions that have responsibilities to victims of violence and abuse or offenders.[1] The boards and system representatives were directed to develop recommendations for strengthening curricula to prepare people in these professions with knowledge and skills in the following areas:

(1) the extent and causes of violence and the identification of violence, which includes physical or sexual abuse or neglect, and racial or cultural violence; and

(2) culturally and historically sensitive approaches to dealing with victims and perpetrators of violence.

To provide information for the task force, the legislation called for inventory of post-secondary courses on violence and a survey of recent graduates of professional programs.

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[1]Laws of Minnesota for 1992, Chapter 571, Article 16, Section 2. The professions named are: teachers, school administrators, guidance counselors, school professional support staff, social workers, child protection workers, law enforcement officers, p obation/parole officers, lawyers, physicians, nurses, mental health professionals, and other mental health and health care professionals.

INVENTORY RESULTS

The inventory lists 925 courses reported by program directors.[2] Most reported courses include issues of violence and abuse along with other aspects of professional education.

SURVEY RESULTS

In selecting samples for the survey, the goal was to locate graduates from Minnesota institutions in the past five years who are working in the profession for which they were educated. For most professions, the sample was identified through records of licensing boards.

Professional Experience with Violence, Abuse, or Harassment

Recent graduates who are working in the professions surveyed have been required to cope with the causes and effects of violence, abuse, and harassment. For most professional fields, over 90 percent reported having direct need for understanding about violence and abuse.

Ways of Learning about Violence, Abuse, or Harassment

The most common means of learning about violence and abuse among these professionals has been their own reading, research, and experience and on-the-job training. Workshops and conferences were the most common sources of understanding for three fields. For all professions, required courses were less likely to have contributed to graduates' understanding than experiences outside formal professional programs.

Adequacy of Preparation

Specific areas of violence studied in professional education programs varied considerably by field. Graduates who did not take courses on specific violence issues usually reported that these courses had not been available. Graduates of community college chemical dependency programs, law

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[2]Minnesota Higher Education Coordinating Board, Inventory of Post-Secondary Courses on Violence and Abuse (February 1993).

enforcement programs, and social work programs tended to report the highest levels participation in coursework about violence issues. Graduates who did not take courses on specific violence issues usually reported that these courses had not been available.

Preparation in some areas of violence was judged to be inadequate by 50 percent or more of the respondents in all professions except law enforcement and chemical dependency counseling. The majority of social work graduates reported all but one area of preparation as adequate.

Future Course Development

Violence issues tended to be seen by these recent graduates as important for future curriculum development. While areas of emphasis varied by profession, identification of violence, child abuse and neglect, and violence prevention were among the top five priorities for all but two professional groups.

RECOMMENDATIONS

In developing its recommendations, the task force sought to identify ways to:

- Keep the spotlight on the need to improve professional education about violence and abuse.
- Involve all people and organizations in a profession with the ability to identify, create, and enforce curriculum changes.
- Build capacity for a sustained focus to this work in the professions and in higher education.

Specifically, the task force believes there are vital roles for the legislature, post-secondary education, professional organizations, and licensing agencies in strengthening curricula to prepare professionals who must deal with violence and abuse.

To provide focus and accountability for this process, the task force makes the following recommendations:

1. **The legislature should hold hearings during the 1993 session to receive this report and testimony from the higher education systems and licensing boards.**

2. **The Higher Education Coordinating Board should transmit this report and appropriate findings from the course inventory and graduates' survey to post-secondary programs, licensing agencies, and professional associations for the professions reviewed by the task force. These organizations should immediately begin reviews and discussion about curriculum improvements.**

3. **The legislature should state its recognition of the need to strengthen curricula about violence and abuse and designate a multi-disciplinary Higher Education Center on Violence and Abuse to lead policy and program changes. If necessary, current funding in the Higher Education Coordinating Board budget for multidisciplinary program grants for training on violence and abuse could be redirected to support the Center. The Center should be charged with the following tasks:**

   a. **The Center should serve as a clearinghouse of information on curriculum models and other resources for both professional education and for education of faculty, students, and staff about violence and harassment (required under separate legislation in the 1992 Omnibus Crime Bill), sponsor conferences and research that will assist higher education in addressing these issues, and fund pilot projects.**

   b. **The Center should create a task force for each profession that was represented in the Higher Education Coordinating Board survey of recent graduates. Each task force should include representatives of the licensing agency (or hiring agency if the occupation is not licensed), higher education systems offering programs in the profession, appropriate professional associations, students or recent graduates, representatives of communities served by the profession, and employers or experienced professionals.**

   c. **The Center should establish guidelines for the work of the task forces. Each task force should review current programs, licensing regulations and examinations, and accreditation standards to identify specific needs and plans for assuring that professionals are adequately prepared and updated on violence and abuse issues.**

   d. **The Center should provide a progress report to the 1994 Legislature.**

   e. **The Center should receive reports from the professional education task forces and transmit them, along with a review and comment, to the 1995 Legislature.**

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CHAPTER 1. INTRODUCTION AND BACKGROUND

The Task Force on Professional Education About Violence and Abuse presents its recommendations to the 1993 Legislature in the following report.

LEGISLATION

In response to growing concerns about crime and violence, the 1992 Legislature passed an Omnibus Crime Bill that marshals the resources of the communities and government agencies to address these problems. While the statute strengthened the criminal justice system and treatment programs, prevention strategies also were emphasized.

Several parts of the Crime Bill call upon higher education to use its resources to prevent and respond to violence.

Recommendations on Professional Education

The Higher Education Coordinating Board was directed to convene and staff meetings of post-secondary system representatives and representatives of the boards that license certain professions that have responsibilities to victims of violence and abuse or offenders.[3] The professions named in the bill are:

- Teachers
- School administrators
- Guidance counselors
- School professional support staff
- Social workers
- Child protection workers
- Law enforcement officers
- Probation/parole officers
- Lawyers
- Physicians
- Nurses
- Mental health professionals
- Other mental health and health care professionals.

[3]Laws of Minnesota for 1992, Chapter 571, Article 16, Section 2. See Appendix A.

The boards and system representatives were directed to develop recommendations for strengthening curricula to prepare people in these professions with knowledge and skills in the following areas:

1. the extent and causes of violence and the identification of violence, which includes physical or sexual abuse or neglect, and racial or cultural violence; and

2. culturally and historically sensitive approaches to dealing with victims and perpetrators of violence.

The legislation states that "the recommendations are advisory only and are intended to assist the institutions in strengthening curricula and special programs."

Related Studies of Professional Education

Legislation establishing the task force also stipulated two studies of professional education to use as a basis for the task force's recommendations.

One part requires state universities, community colleges, and technical colleges to report existing courses on violence to the Higher Education Coordinating Board. The University of Minnesota and private institutions participating in the State Grant Program were requested to report their courses on violence and abuse. The inventory of courses reported under this mandate is published by the Higher Education Coordinating Board under separate cover.[4] Findings related to the task force recommendations are cited in this report.

A second part of the legislation directs the Higher Education Coordinating Board to conduct a random survey of recent graduates in the same list of professions. The Task Force on Professional Education About Violence and Abuse assisted in the development of this survey and appropriate conclusions related to the task force recommendations are summarized in this report. A technical

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[4] Minnesota Higher Education Coordinating Board, Inventory of Post-Secondary Courses on Violence and Abuse (February 1993).

report of the survey procedures, instrument, and results is available from the Higher Education Coordinating Board.[5]

Other Legislation on Professional Training

The Omnibus Crime Bill also required the Higher Education Coordinating Board to convene representatives of the Departments of Education, Health, Human Services, and Administration to make recommendations concerning use of telecommunications in staff training for professionals who work with victims and offenders.[6] Several members of the Task Force on Professional Education About Violence and Abuse participated in these discussions as representatives of their departments. The report containing recommendations on telecommunications use is available from the Higher Education Coordinating Board.[7]

Funding has been provided to the Higher Education Coordinating Board to make grants to post-secondary institutions to provide multidisciplinary professional training about violence and abuse.[8] The Task Force on Professional Education About Violence and Abuse is serving in an advisory capacity to the Higher Education Coordinating Board in developing priorities and other guidelines for the use of these funds. Grants will be awarded in spring 1993.

Other Higher Education Legislation

In addition to improving professional curricula about violence and abuse, higher education institutions are required to comply with two provisions in the 1992 Omnibus Crime Bill designed to prevent and respond to violence and harassment on college campuses.

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[5]Minnesota Center for Survey Research, Recent Graduates Survey on Professional Education About Violence and Abuse: Results and Technical Report (February 1993).

[6]Laws of Minnesota for 1992, Chapter 571, Article 16, Section 3.

[7]Minnesota Higher Education Coordinating Board, Report on Using Technology for Staff Development on Violence and Abuse (February 1993).

[8]Laws of Minnesota for 1992, Chapter 571, Article 16, Section 4.

One provision stipulates that higher education institutions must have policies to provide certain rights to victims of sexual assault.[9] These rights must be incorporated into institutional policies on sexual harassment and violence.

The 1992 legislation also requires institutions to develop plans to improve campus security and to provide training to students, faculty, and staff about violence and harassment.[10] Plans submitted by institutions will contain information on existing programs that educate students, faculty and staff about violence and harassment issues that they need to know for their own protection and as citizens. These plans were to be submitted to the Higher Education Coordinating Board and the Attorney General's Office by January 15, 1993. These offices will report on how institutions have responded to the 1993 Legislature by March 15, 1993.

TASK FORCE MEMBERSHIP AND WORK

Members of the task force are listed in Appendix B.

The public post-secondary systems, the Minnesota Private College Council, and licensing boards for the professions listed in the legislation named representatives to the task force. To represent probation/parole officers, child protection workers, and unlicensed health occupations, representatives were chosen by the Departments of Corrections, Human Services, and Health.

The Task Force advised staff of the Higher Education Coordinating Board on the design of the request for the course inventory and the survey of recent graduates. The Task Force reviewed the results of these studies before developing its recommendations.

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[9]Laws of Minnesota for 1992, Chapter 571, Article 5, Section 1.

[10]Laws of Minnesota for 1992, Chapter 571, Article 16, Section 1.

CHAPTER 2. OVERVIEW OF PROFESSIONAL PROGRAMS IN MINNESOTA

Faculty at each college or university are responsible for developing curricula and evaluating students. For professional programs, standards frequently are set by licensing agencies, accrediting bodies, and professional associations.

As background to the Task Force's findings and recommendations, the following sections briefly describe how each profession named in the legislation is governed. Significant differences exist in the ways in which the curricula in these fields now must meet standards which address problems of violence and abuse.

TEACHERS

Licensing Agency

Teachers in Minnesota public schools must be licensed by the Board of Teaching. The Board of Teaching approves individual teacher education programs, and a license is granted upon documentation that an approved program has been completed satisfactorily.

All but seven Minnesota teacher education institutions also are accredited at the national level by the National Council for Accreditation of Teacher Education (NCATE). National accreditation, however, does not exempt an institution from separate approval by the Board of Teaching.

Minnesota Institutions

Twenty-six institutions in Minnesota are approved by the Board of Teaching to prepare teachers. Over 600 individual programs, addressing different levels and teaching fields, are offered.

Curriculum Standards

Board of Teaching rules establish the skills and knowledge that must be taught in teacher education programs. There are no specific requirements for teaching about violence and abuse in general or for preparing teachers for specific responsibilities toward victims.

Several standards could be used by institutions to address violence issues. For example, programs must include preparation on typical and atypical patterns of human development, on legal responsibilities of teachers as public employees, and on respecting human diversity and personal rights.

NCATE standards do not specifically address issues of violence and abuse.

Continuing Education

Teachers must take at least 125 clock hours of continuing education during each five year period. Current rules specify the kinds of eligible activities, but do not address any particular content areas.

GUIDANCE COUNSELORS

Licensing Agency

Guidance counselors are licensed by the Board of Teaching upon completion of an approved program.

Minnesota Institutions

Six Minnesota institutions offer one or more approved programs preparing licensed guidance counselors.

Curriculum Standards

Current rules of the Board of Teaching do not specifically require institutions to address violence and abuse issues in curricula for guidance and counseling programs. Institutions could address these issues under a number of more required general components.

Continuing Education

Guidance counselors are subject to the same continuing education requirements as other teachers.

SCHOOL ADMINISTRATORS

Licensing Agency

School superintendents, principals, and other supervisory personnel are licensed according to rules of the Department of Education. Licenses require completion of approved graduate programs. Because these positions require teaching experience, administrators also have completed teacher education programs.

Minnesota Institutions

Four public institutions and two private institutions offer various programs for school administrators.

Curriculum Standards

Program approval standards of the Department of Education do not specifically include topics on violence and abuse. Program requirements for some licenses include general outcomes which could logically include instruction on violence issues and responsibilities of administrators.

Continuing Education

School administrator licenses have various continuing education requirements, generally based on clock hours in programs approved by the Department of Education.

SCHOOL PROFESSIONAL SUPPORT STAFF

Licensing Agency

School psychologists, school social workers, and school nurses are licensed by the Board of Teaching on the basis of completion of an approved program.

School psychologists must complete a graduate program that includes preparation in specific areas listed in rules of the Board of Teaching.

School social workers have two levels of licensure. Level I licensure requires completion of a baccalaureate degree and an approved program that includes the specific areas in the rules of the Board of Teaching. Level II licensure requires a master's degree in social work in an program accredited by the Council on Social Work Education plus experience in social work or school social work.

School nurses must hold baccalaureate degrees and be licensed as a registered nurse, certified as a public health nurse, and complete additional coursework in child development, public health, and special education.

Minnesota Institutions

Fourteen Minnesota institutions offer various licensure programs for school professional support staff.

Curriculum Standards

Current Board of Teaching rules defining the content of approved programs in school social work and school psychology do not specifically address issues of violence and abuse, although these issues are logically included in more generally-stated outcomes.

Curriculum standards for Level II school social workers are set by the national accrediting association for social work education (see section in this chapter on social workers). Curriculum standards for school nurses are largely set by the requirements of the Board of Nursing (see section in this chapter on nurses).

Continuing Education

School psychologists, school social workers, and school nurses have the same continuing education requirement as teachers.

PSYCHOLOGISTS

Licensing Agency

The Minnesota Board of Psychology licenses psychologists and psychological practitioners. Licensed psychologists must have a doctoral degree in psychology from a regionally accredited institution and two years of supervised work experience. Psychological practitioners must have a master's degree or a doctoral degree with a major in psychology. Requirements changed following legislation passed in 1991. Some people are eligible for licensure under requirements in the previous statute.

Applicants for licenses also take a national examination in psychology and a state examination on rules and statutes which apply to psychologists.

Minnesota Institutions

Eleven institutions in Minnesota offer graduate degrees in various fields of psychology that qualified graduates to apply for licensure under previous legislation. The Board of Psychology is developing rules to implement the current statute which is more restrictive.

Curriculum Standards

Curriculum requirements for psychology majors are determined by faculty at regionally accredited institutions. Programs do not have to be approved by the Board of Psychology or professionally accredited by a national organization.

Continuing Education

The Board of Psychology will be establishing continuing education requirements. The Board has the authority to specify skill or subject areas for continuing education.

MARRIAGE AND FAMILY THERAPISTS

Licensing Agency

Since 1991, marriage and family therapists have been licensed by the Board of Marriage and Family Therapy. Most current licensees were licensed under a grandparenting clause. Because few people have been prepared under the current licensing law, graduates of marriage and family therapy programs could not be included in the survey of recent graduates described in Chapter III.

Licensed marriage and family therapists must have completed a program nationally accredited by the American Association of Marriage and Family Therapy (AAMFT) or must have a graduate degree in a related field that has included equivalent course work.

Minnesota Institutions

The University of Minnesota-Twin Cities is the only Minnesota institution nationally accredited in marriage and family therapy. Graduates of other Minnesota institutions with graduate degree programs in related fields could become licensed on the basis of completing equivalent course work.

Curriculum Standards

The AAMFT requires programs to include preparation on domestic abuse, cultural diversity, and child abuse. In evaluating credentials of graduates from non-accredited programs, the Board of Marriage and Family Therapy requires evidence of this preparation as well.

Continuing Education

Licensees complete 30 hours of continuing education every two years. At least half the continuing education must be on family issues.

SOCIAL WORK

Licensing Agency

The Social Work Practice Act, Minnesota Statutes, Section 148B, requires that persons practicing social work in Minnesota be licensed by the Board of Social Work.

During a grandparenting period from June, 1987 through June, 1989, persons were eligible to apply for licensure with a bachelors's or master's degree plus supervised work experience. The degree was not required to be a degree accredited by the Council on Social Work Education (CSWE), but the degree for master's level licensure had to be related to social work.

Since July 1, 1989, social workers licensed by the Board of Social Work must have a bachelor's or master's degree from a social work program accredited by the Council on Social Work Education. An examination and supervised field work or experience also are required for each of the four levels of licensure.

Persons employed as social workers in currently exempted settings, such as city, county, and state agencies and hospitals and nursing homes licensed by the Minnesota Department of Health, are not required to be licensed by the Board of Social Work. They may not have graduated from a nationally accredited social work program.

Minnesota Institutions

In Minnesota, 14 institutions are accredited at the baccalaureate level by the Council on Social Work Education; 3 institutions are accredited at the master's degree level.

Curriculum Standards

CSWE's Commission on Educational Policy is responsible for developing the Curriculum Policy Statement which governs curricula offered at the baccalaureate and master's levels and functions as the basis for the accreditation standards used to evaluate social work education programs.

The Curriculum Policy Statement (CPS) specifies certain "content areas to be covered and requires that they be logically related to each other, to the purposes and values of social work, and to the stated purposes, mission, resources, and education context of each professional program."

Programs accredited by CSWE must provide a detailed description of their compliance with all eligibility and evaluation standards. In curriculum content, the CPS states that the policy statement

does not prescribe any particular curriculum design and that professional content areas need not be taught in discrete courses. It further specifies that "There should be a demonstrable integration of content among the various areas as well as explicit linkage to the relevant liberal arts areas." Integration of content throughout the professional social work curriculum at both the baccalaureate and master's levels is emphasized.

Neither the current CPS, nor the new CPS adopted in July 1992, specify that programs must include content related to violence, abuse, and harassment. This does not mean, however, that these content areas are ignored. Violence, abuse, and harassment are components of oppression and discrimination, which are mandated content areas. In addition, programs are required to integrate content on professional values, cultural and social diversity (race, ethnicity, social class, gender and sexual orientation), ethnic minorities of color, and women. It is impossible to provide this content without addressing the areas of violence, abuse, and harassment.

Continuing Education

Social work licensees must complete 30 approved continuing education hours for each biennial licensure renewal. They may attend programs approved by the Board or programs that contain:

- theories and concepts of human behavior and the social environment;
- social work practices, knowledge, skills;
- social work research or evaluation of programs and practices;
- management, administration, or social policy;
- social work ethics; or
- an area, chosen by the Board, deemed to be of current importance.

CHILD PROTECTION WORKERS

Licensing Agency

Child protection workers are not licensed but are hired under civil service procedures by state and local human services agencies.

Minnesota Statutes, Chapter 626.559, subdivision 1, requires that the Commissioner of Human Services establish job classifications for child protection for counties subject to the Minnesota Merit System. Directors of county personnel systems are required to establish job classifications for child protection for counties not subject to the Minnesota Merit System.

The two most commonly used classifications for persons who perform child protection duties in Merit System counties are "County Agency Social Worker" and "County Agency Social Worker (Child Protection Specialist)." Both positions require a bachelor's degree from an accredited institution with a major in social work, psychology, sociology, or a closely related field. Counties not in the Merit System require similar credentials.

A 1991 study of county child protection workers reported that 32 percent had bachelor's degrees in social work, social welfare, or human services. Eighteen percent had master's degrees in social work. The remaining 50 percent had bachelors and master's degrees in sociology, psychology, criminology, counseling, and other related areas.

Minnesota Institutions

Because no specific undergraduate or graduate education is required, child protection workers may have graduated from any public or private institution offering liberal arts programs.

Continuing Education

By statute, child protection workers and social services staff having child protection duties must receive 15 hours of continuing education or in-service training each year. Each county must submit an annual plan for providing this training to the Commissioner of Human Services for approval. Individual training plans must be developed to include training relevant to child protection services.

ATTORNEYS

Licensing Agency

Attorneys are admitted to practice by the Minnesota Supreme Court upon the recommendation of the Board of Law Examiners. Graduates of law schools accredited by the American Bar Association are eligible to take the bar examination. The Minnesota bar examination consists of a section on Minnesota law and the Multi-State Bar Exam.

Minnesota Institutions

Minnesota's three law schools are at the University of Minnesota-Twin Cities, Hamline University, and the William Mitchell College of Law.

Curriculum Standards

The American Bar Association/Association of American Law Schools accredits law schools. Accreditation requirements for curriculum content are minimal, leaving each law school broad discretion. There are no specific requirements concerning the extent and causes of violence or attorneys' relationships with victims or perpetrators. These areas might be included in professional responsibilities or professional skills which must be taught.

Continuing Education

Attorneys must complete 45 hours of continuing education every three years.

PROBATION/PAROLE OFFICERS

Licensing Agency

Probation/parole officers are not licensed but are hired under civil services procedures by state and local corrections agencies.

The Minnesota Department of Corrections requires that any personnel hired as state corrections agents (probation/parole officers) or and correctional officers (institution/prison staff) have a four year college degree, preferably in one of the behavioral sciences.

Once hired, state corrections agents are required to complete an in-service 40 hour academy provided by Department staff within the first year. At this academy, victim issues and case management of violent offenders are addressed.

Minnesota Institutions

Because no specific undergraduate or graduate education is required, probation/parole officers may have graduated from any public or private institution offering liberal arts programs.

Continuing Education

The Department of Corrections requires that each employee complete a minimum of 40 hours of continuing education annually. For this training, the Department offers programs on various topical issues. For example, Department training seminars are available on the supervision of adolescent and adult sex offenders which are required before corrections agents may be assigned these cases.

LAW ENFORCEMENT OFFICERS

Licensing Agency

The Peace Officer Standards and Training (POST) Board was created by the 1977 Legislature as a means of establishing statewide licensing for peace officers. Professional peace officer education leading to licensure eligibility requires the student to earn a two-year or four-year degree from a program approved by the POST Board. After successfully completing the professional peace officers education, students must pass the Minnesota Peace Officer Licensing Examination, satisfy other minimum selection standards, and become employed by the Minnesota law enforcement agency.

Minnesota Institutions

Fifteen institutions offer the POST Board curriculum, including two technical colleges, six state universities, five community colleges (with linkages to five other community colleges), and two private colleges.

Curriculum Standards

Law enforcement programs include liberal arts and professional education.

Approved programs in law enforcement must address specific learning objectives developed by the POST Board based on input from peace officer education and subject matter experts and on job task analysis. A major section on Cultural Awareness was added when the objectives were revised in 1989.

The nature of violence and abuse and methods of dealing with victims and offenders are integral to the profession of law enforcement. Numerous learning objectives address these topics including: definitions of violent crimes, sex crimes, bias-motivated crimes, child abuse and neglect, and crimes against the family; crisis intervention techniques; referral resources; and assisting crime victims.

Continuing Education

Peace officers must earn 48 hours of continuing education during each three-year licensing period.

NURSES

Licensing Agency

Both registered nurses and licensed practical nurses are licensed by the Board of Nursing. The Board approves nursing programs in Minnesota and administers examinations to graduates of approved programs.

Minnesota Institutions

Twenty-one Minnesota institutions have associate and baccalaureate degree programs that qualify graduates to write the licensing examination for professional nurses.

Twenty-five Minnesota institutions have practical nursing programs that qualify graduates to write the licensing examination for practical nurses.

Curriculum Standards

Board of Nursing rules define curriculum standards for approved nursing programs. These standards do not currently include specific requirements on violence and abuse.

Continuing Education

Registered nurses complete 30 hours of continuing education every two years. Licensed practical nurses do not have a continuing education requirement.

PHYSICIANS

Licensing Agency

Physicians are licensed to practice in Minnesota by the Board of Medical Practice. There are currently about 14,000 physicians with active Minnesota licensure and approximately 900 applicants each year. Licensed physicians and applicants are subject to the Medical Practices Act (Minnesota Statutes 147.01 - 147.35) and rules of the Board of Medical Practice.

Domestic graduates must have graduated from a medical or osteopathic school listed in the World Directory of Medical Schools and must have received one year of graduate clinical training in a program accredited by the American Medical Association's Accreditation Council for Graduate Medical Education, the American Osteopathic Association, the Royal College of Physicians and Surgeons of Canada, or, by petition, graduate training approved by the Board of Medical Practice as meeting standards similar to those of a nationally accrediting organization.

Domestic graduates also must pass the National Board, the Canadian examination, the Federal Licensing Examination (FLEX), or state examination. Approximately 75 percent of the applicants are applying for licensure based on the National Board examination. The FLEX is the only national licensing exam for which individual states determine passing requirements.

Separate regulations apply to graduates of foreign medical schools.

Minnesota Institutions

The University of Minnesota Medical School and the Mayo Medical School graduated about 25 percent of the physicians licensed each year in Minnesota. Another 3 to 5 percent completed graduate clinical training at these institutions. The majority of newly licensed physicians have received their training in other states and countries.

Curriculum Standards

Curricula are established by each degree or training program consistent with standards established by appropriate accrediting groups. The curriculum is also driven by the national testing requirements for all physicians who will be seeking licensure regardless of jurisdiction.

Continuing Education

Physicians must renew their licenses each year. Every three years they must complete 75 credit hours of continuing education.

CHEMICAL DEPENDENCY COUNSELORS

Licensing Agency

Chemical dependency counselors are not state-licensed. Positions in licensed treatment programs, however, require certification by the Institute for Chemical Dependency Professionals of Minnesota, Inc., an independent, non-profit board. There are several levels of certification, generally requiring completion of an approved program, an examination, and oral interview and case presentation.

Minnesota Institutions

Six Minnesota institutions have chemical dependency counseling programs which are approved by the Institute for Chemical Dependency Professionals of Minnesota. Other programs in the state which are not approved frequently use the same standards to develop curricula.

Curriculum Standards

The Institute for Chemical Dependency Professionals of Minnesota sets curriculum standards for approved programs which include standards on issues of violence and abuse.

Continuing Education

Certified chemical dependency counselors complete 40 hours of continuing education every two years.

SUMMARY

While individual institutions have authority over their curricula, professional education programs typically must conform to standards set by external organizations. Standards can be very broad or they may be specific. They can both define what is included and make it difficult to find the time for topics which are not required.

In Minnesota, state regulations affect curricula in teaching and other education professions, in nursing, and in law enforcement. Licensing boards in social work, law, and medicine rely on national accrediting bodies to regulate programs. The Board of Marriage and Family Therapy requires preparation which is equivalent to national accreditation. The Board of Psychology recognizes all graduate programs in psychology offered by regionally accredited institutions. Probation/parole officers and child protection workers do not have to complete a specific undergraduate or graduate program. Chemical dependency counselors are regulated indirectly by an independent, certification board.

Boards also are using a variety of state and national examinations to verify the competence of graduates. The content of examinations is another external influence over curriculum content.

All professions in this report must meet requirements for continuing education set by the licensing or hiring agency.

CHAPTER 3. FINDINGS REVIEWED BY THE TASK FORCE

As part of its work, the task force reviewed two sources of information called for in its legislative charge. In this chapter, the task force summarizes information from the course inventory and survey of recent graduates conducted to provide the basis for recommendations.

COURSE INVENTORY

One part of the 1992 Omnibus Crime Bill requires state universities, community colleges and technical colleges to report existing courses on violence to the Higher Education Coordinating Board. The University of Minnesota and private institutions participating in the State Grant Program were requested to report their courses on violence and abuse.

The Higher Education Coordinating Board requested information from each post-secondary degree program that prepares people for the occupations listed in the legislation. The Community College System added programs in Human Services--Chemical Dependency Specialist to the request to community colleges. The Technical College System added programs in Intensive Care Paramedic Technician and Human Services Assistant to the request to technical colleges.

All public institutions offering programs to educate for the professions named in the legislation provided information on courses dealing with violence and abuse. Eighteen of 22 private institutions provided information.

The inventory lists 925 courses reported by program directors.[11] Most reported courses include issues of violence and abuse along with other aspects of professional education. Eighty-four of 925 reported courses focus on violence or abuse for more than three-fourths of the time or content. Of

[11]Minnesota Higher Education Coordinating Board, Inventory of Post-Secondary Courses on Violence and Abuse (February 1993).

these focused courses, 42 were reported in a single profession--law enforcement. Several program directors commented that violence and abuse are discussed throughout the curriculum, but they found it difficult to isolate specific courses where these issues are taught as separate topics.

SURVEY OF GRADUATES

As directed in the legislation, the Higher Education Coordinating Board conducted a survey of recent graduates in professions identified as having responsibilities towards victims and perpetrators of violence and abuse.[12]

Samples

In selecting samples for the survey, the goal was to locate graduates from Minnesota institutions in the past five years who are working in the profession for which they were educated. For most professions, the sample was identified through records of licensing boards. For child protection workers and probation/parole officers, the sample was identified through employment records of the state and counties. The Community College System identified recent graduates of community college Human Services--Chemical Dependency programs.

Screening questions verified that the respondent had received a professional degree from a Minnesota institution in the past five years and had been employed in the profession.

The final survey results reflect the responses of 1,168 people in the following professions and occupations:

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[12]Further information on the survey may be found in Minnesota Center for Survey Research, Recent Graduates Survey on Professional Education About Violence and Abuse: Results and Technical Report (February 1993).

Professions	Responses Received
Teaching	287
School administration and counseling (these professions were combined because they have small numbers of recent graduates who are employed in their professions)	56
Psychology (licensed through the Board of Psychology)	67
Social work	82
Child protection	39
Law	136
Probation/paroled officers	37
Law enforcement	150
Nursing	187
Medicine	102
Chemical dependency specialist (community college graduates)	25

"School professional support staff," listed in the legislation, had too few representatives to report separately. They therefore were included with others in their profession. For example, school social workers were included with social workers licensed by the Board of Social Work.

Questions

The survey included the following questions:

- Have you needed an understanding of violence, abuse, or harassment in your professional work?
- What formal and informal educational opportunities have contributed to your understanding about violence, abuse, and harassment?
- Which aspects of violence, abuse, and harassment were included in the courses that were available for you to take as part of your professional education?
- Based on your professional work experience, how adequate was the professional education you received related to violence, abuse, and harassment?

- Based on your professional work experience, how important should violence, abuse, and harassment topics be in developing future courses for education in your profession?

Demographic questions will allow later analysis by gender, county of employment, and institution/system.

Results

In the following sections, information from the course inventory and graduates' survey is presented.

The survey results reflect graduates' opinions and judgments based on their memories of what they studied in their professional programs and their interpretation of their professional responsibilities. Although these opinions need to be respected, some graduates may not recall what was available in their programs; some professionals may not be aware of the ways in which they could be more aware and responsive in dealing with victims and offenders. Programs may have changed since the graduates attended.

While the response rate to the survey was acceptable, it is not known whether the respondents reflect the entire population or whether they tend to be people particularly affected by the need to know about violence, abuse, and harassment in their jobs.

Comments by Recent Graduates

At the close of the survey, 756 respondents, 64 percent, added a comment in response to the open-ended question:

> In your opinion, what could higher education do to be more helpful in educating people in your profession about issues related to violence, abuse, and harassment?

This is an extraordinarily large response. In the following sections, some of these comments are quoted verbatim. Comments chosen are representative of the comments from each profession, but not all points of view are included.

TEACHING

Inventory Results

All but two of 24 reporting teacher education programs listed courses for the Inventory of Post-Secondary Courses on Violence and Abuse. Only 5 of 141 courses are considered dedicated to violence and abuse issues (more than 75 percent of the course is on these topics). Violence and abuse frequently are addressed in courses on human relations and diversity, classroom management, and human growth and development.

Professional Experience with Violence, Abuse, or Harassment.

Of the recently educated teachers, 86 percent reported that their work experience to date has required them to have an understanding of violence, abuse, or harassment (Table 1).

Ways Teachers Have Learned About Violence, Abuse, or Harassment

For teachers in the sample, the most common sources of understanding about violence, abuse, and harassment have been their own reading, research, and personal experience (Table 2). On-the-job training, workshops and conference, and required course work were reported by more than half the teachers as contributing to their understanding.

Only 25 percent of the respondents had taken continuing education courses that have helped them understand violence, abuse, or harassment.

Courses Taken

Teachers were most likely to have taken courses in racial/cultural sensitivity, racism, and drug or alcohol abuse (Table 3). They were least likely to have taken courses on working with victims or offenders or on abuse of vulnerable adults.

Most respondents who did not take courses on violence and abuse believe that these courses had not been available to them.

TABLE 1.

PROFESSIONAL WORK EXPERIENCE HAS REQUIRED UNDERSTANDING OF VIOLENCE, ABUSE, OR HARASSMENT	
Profession	**Percent Saying "Yes"**
Child Protection Worker	100
Psychology	100
School Administration and Counseling	98
Social Work	98
Chemical Dependency Counseling	96
Probation/Parole Officer	95
Law Enforcement	93
Medicine	86
Teaching	86
Law	80
Nursing	77

SOURCE: Minnesota Higher Education Coordinating Board

TABLE 2.

OPPORTUNITIES WHICH HAVE CONTRIBUTED TO UNDERSTANDING OF VIOLENCE, ABUSE, AND HARASSMENT												
	Percent of Respondents in Profession											
Formal or Informal Learning Opportunity	Teaching	School Administration and Counseling	Psychology	Social Work	Child Protection	Law	Probation/ Parole	Law Enforcement	Nursing	Medicine	Chemical Dependency Counseling	Total
Own reading, research, personal experience	76	83	92	81	76	85	81	58	73	66	60	75
On-the-job training	62	82	88	76	87	53	94	89	55	75	64	70
Workshops, conferences	60	85	79	70	89	22	100	41	40	23	52	52
Required coursework	56	33	27	57	37	24	61	66	50	38	44	48
Practicum, internship, clinical rotation, student teaching	48	39	76	66	66	24	81	35	36	64	68	47
Elective coursework	39	39	42	55	42	41	64	42	21	20	44	37
Continuing education courses	25	32	33	43	53	22	28	58	32	18	44	33
Discussion group, brown bag lunch	21	20	27	26	13	16	28	8	20	18	20	19
Mentorship	17	7	29	18	11	10	17	10	4	19	8	13

SOURCE: Minnesota Higher Education Coordinating Board

TABLE 3. EVALUATION OF GRADUATES OF PROGRAMS IN TEACHING

Courses Taken on Violence, Abuse and Harassment

	Did Take	Available But Didn't Take	Not Available
Racial/cultural sensitivity	88%	3%	10%
Racism/discrimination	82	4	14
Drug or alcohol abuse	77	7	16
Ethical standards for the profession	69	3	27
Child abuse/neglect	63	9	29
Legal implications for the profession	59	7	34
Identification of violence, abuse, harassment	57	8	35
Physical violence	54	9	37
Hate crimes	52	10	38
Conflict resolution	51	13	36
Sexual violence	50	12	39
Prevalence of violence, abuse, harassment	45	9	47
Causes of violence, abuse, harassment	45	13	42
Emotional abuse	43	10	48
Verbal abuse	40	8	52
Prevention of violence, abuse, harassment	40	13	48
Domestic violence	40	15	46
Abuse of vulnerable adults	37	15	49
Work with victims	15	24	62
Work with offenders	6	24	71

Adequacy of Education in Violence, Abuse and Harassment

	Inadequate	Adequate	Better than Adequate
Work with offenders	82%	17%	1%
Work with victims	77	21	2
Prevention of violence, abuse, harassment	66	27	7
Abuse of vulnerable adults	59	36	5
Domestic violence	55	39	6
Emotional abuse	55	39	6
Verbal abuse	52	41	7
Causes of violence, abuse, harassment	51	42	8
Conflict resolution	50	39	11
Sexual violence	50	41	10
Identification of violence, abuse, harassment	49	42	9
Prevalence of violence, abuse, harassment	47	47	6
Hate crimes	45	42	13
Physical violence	42	48	10
Child abuse/neglect	40	48	12
Legal implications for the profession	39	45	16
Drug or alcohol abuse	32	46	22
Ethical standards for the profession	30	51	18
Racism/discrimination	24	50	26
Racial/cultural sensitivity	21	50	30

Importance in Developing Future Curricula[1]

	Very Important	Moderately Important	Slightly Important	Not Important
Child abuse/neglect	87%	10%	2%	0%
Identification of violence, abuse, harassment	81	16	3	0
Sexual violence	77	19	4	0
Prevention of violence, abuse, harassment	76	20	4	0
Racial/cultural sensitivity	72	21	7	0
Conflict resolution	71	23	5	0
Racism/discrimination	70	21	8	0
Physical violence	70	25	5	0
Legal implications for the profession	69	23	8	0
Ethical standards for the profession	69	23	5	1
Emotional abuse	63	31	5	0
Causes of violence, abuse, harassment	62	28	9	1
Hate crimes	61	25	11	3
Domestic violence	60	29	9	1
Work with victims	60	26	12	1
Verbal abuse	58	33	9	0
Drug or alcohol abuse	56	33	9	1
Prevalence of violence, abuse, harassment	54	33	11	1
Abuse of vulnerable adults	40	27	21	11
Work with offenders	34	34	18	11

[1]Excludes "no opinion."

NOTE: Percentages may not add to 100 percent due to rounding.

SOURCE: Minnesota Higher Education Coordinating Board

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Adequacy of Preparation (Table 3)

Teachers judged their preparation most adequate in:

Racial/cultural sensitivity
Ethical standards for their profession
Racism or other forms of discrimination
Drug or alcohol abuse

Fifty percent or more of the teachers judged their preparation inadequate in 9 areas:

Work with offenders
Work with victims
Prevention of violence, abuse, and harassment
Abuse of vulnerable adults
Domestic violence
Emotional abuse
Verbal abuse
Causes of violence, abuse and harassment
Sexual violence, abuse, or harassment

Future Course Development

All but two of the topics presented were judged by 50 percent or more of the respondents to be "very important" in developing new courses for people preparing to become teachers (Table 3). The five topics identified most often identified as needing additional emphasis are:

Identification of violence, abuse, harassment
Child abuse and neglect
Prevention of violence, abuse, harassment
Sexual violence
Racial/cultural sensitivity

Comment on What Higher Education Could Do

This is absolutely vital: how to call the child protection agency and get them to take you seriously. How to get police to follow through when they are called and get them to take you seriously. How to protect your students from other violent students, students without a conscience. Inside information on gangs. In my 4-6 grade class every black student has witnessed a murder. This is no joke. How does a teacher care for students who are just seen a murder or who are facing homelessness? It has gone too far. Teachers must be prepared. The child protection agency is not doing its job.

SCHOOL ADMINISTRATION AND COUNSELING

Inventory Results

All but one program in school administration listed courses for the Inventory of Post-Secondary Courses on Violence and Abuse. Only one course (on child abuse)--an elective--focuses on violence or abuse issues. Generally, these issues are addressed in more general courses on administration.

School counseling programs are listed in the Inventory under Psychology and Counseling Graduate degree programs. In some cases, graduates of these programs have been able to qualify for licensure from the Board of Psychology as well as licensure as a school guidance counselor. Five of six institutions listed at least one course that includes violence and abuse topics in their master's level programs. Again, violence and abuse topics generally are part of basic counseling courses rather than focused courses.

Professional Experience with Violence, Abuse, or Harassment

Of the guidance counselors and school administrators responding, 98 percent reported that their professional work experience has required them to have an understanding of violence, abuse, or harassment (Table 1). Most of the people entering these professions have previous experience as teachers or other educators, so the responses to this question may have included situations that occurred in prior positions.

Ways School Administrators and Counselors Have Learned About Violence, Abuse, or Harassment

The most common sources of understanding about violence, abuse, and harassment have been personal reading, research and experience; workshops and conferences; and on-the-job training (Table 2). Only 33 percent say required coursework contributed to their understanding--a much smaller percentage than teachers.

Courses Taken

School administrators and counselors were most likely to have taken courses on racial/cultural sensitivity, ethical standards for the profession, and racism (Table 4). They were least likely to have taken courses on work with offenders, abuse of vulnerable adults, work with victims, or hate crimes. Most respondents who did not take courses on violence and abuse believe that these courses had not been available to them.

Adequacy of Preparation (Table 4)

School administrators and counselors judged their preparation to be most adequate in:

Ethical standards for their profession
Racial/cultural sensitivity

Fifty percent or more of the school administrators and counselors judged their preparation inadequate in 6 areas:

Work with offenders
Abuse of vulnerable adults
Prevention of violence, abuse, and harassment
Hate crimes
Verbal abuse
Work with victims

Future Course Development

All but two of the topics presented were judged by 50 percent or more of the respondents to be "very important" in developing new courses for people preparing for these professions (Table 4).

The five topics most often identified as needing additional emphasis are:

Prevention of violence, abuse, harassment
Child abuse and neglect
Identification of violence, abuse, harassment
Sexual violence
Racial/cultural sensitivity

TABLE 4. EVALUATION OF GRADUATES OF PROGRAMS IN SCHOOL ADMINISTRATION AND COUNSELING

Courses Taken on Violence, Abuse and Harassment

	Did Take	Available But Didn't Take	Not Available
Racial/cultural sensitivity	77%	2%	22%
Ethical standards for the profession	66	4	30
Racism/discrimination	62	4	35
Drug or alcohol abuse	57	15	28
Child abuse/neglect	57	4	40
Conflict resolution	57	15	28
Legal implications for the profession	57	9	34
Sexual violence	55	2	43
Identification of violence, abuse, harassment	52	4	44
Physical violence	46	4	50
Causes of violence, abuse, harassment	46	2	52
Prevalence of violence, abuse, harassment	44	4	52
Domestic violence	42	4	54
Prevention of violence, abuse, harassment	39	6	56
Emotional abuse	37	4	59
Verbal abuse	34	4	62
Hate crimes	31	8	62
Work with victims	29	14	58
Abuse of vulnerable adults	21	14	65
Work with offenders	8	17	75

Adequacy of Education in Violence, Abuse and Harassment

	Inadequate	Adequate	Better than Adequate
Work with offenders	80%	18%	2%
Abuse of vulnerable adults	69	24	8
Prevention of violence, abuse, harassment	60	38	2
Hate crimes	58	33	10
Verbal abuse	57	39	4
Work with victims	52	40	8
Emotional abuse	49	45	6
Sexual violence	48	35	17
Physical violence	48	42	10
Domestic violence	48	44	8
Prevalence of violence, abuse, harassment	45	45	10
Conflict resolution	44	35	20
Causes of violence, abuse, harassment	43	47	10
Identification of violence, abuse, harassment	42	48	10
Racism/discrimination	39	43	18
Drug or alcohol abuse	39	42	19
Child abuse/neglect	38	34	28
Legal implications for the profession	37	37	27
Racial/cultural sensitivity	32	42	26
Ethical standards for the profession	28	40	32

Importance in Developing Future Curricula[1]

	Very Important	Moderately Important	Slightly Important	Not Important
Child abuse/neglect	93%	4%	4%	0%
Sexual violence	89	6	6	0
Conflict resolution	87	13	0	0
Prevention of violence, abuse, harassment	83	15	2	0
Physical violence	79	15	6	0
Identification of violence, abuse, harassment	76	19	6	0
Racial/cultural sensitivity	74	24	2	0
Ethical standards for the profession	72	28	0	0
Legal implications for the profession	72	28	0	0
Racism/discrimination	72	26	2	0
Emotional abuse	69	24	6	0
Prevalence of violence, abuse, harassment	67	31	2	0
Work with victims	61	26	13	0
Causes of violence, abuse, harassment	61	30	9	0
Verbal abuse	59	30	9	0
Hate crimes	57	35	7	0
Drug or alcohol abuse	56	37	7	0
Domestic violence	54	43	2	2
Work with offenders	43	35	20	2
Abuse of vulnerable adults	43	33	22	2

[1]Excludes "no opinion."

NOTE: Percentages may not add to 100 percent due to rounding.

SOURCE: Minnesota Higher Education Coordinating Board

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Comment on What Higher Education Could Do

Get out of the theoretical text and into the real world. Listen to the students. We do sense when our needs are being met in certain classes, or are not being met by certain professors. Have conferences/workshops with recent graduates (within the last five years) so we can come back and talk to institutions about what our experiences on the job have been and what we needed to know but weren't exposed to in our programs. We are valuable resources. (Guidance counselor)

In my five years as an elementary principal I have witnessed the results of all types of abuse (both domestic and student to student). The best training I received was serving on a county child abuse board. I realize this type of training is difficult to provide at best. Possible training including viewing case work, role playing, shadowing or case workers or school administrators. Visitation and other "hands-on" experience would be most valuable. Theory and simple "descriptive" courses do little to internalize the depth of the trauma these types of victims experience.

PSYCHOLOGY

Inventory Results

Psychology graduate degree programs reported including issues of violence and abuse in courses on child psychology, sexual behavior, family relationships, and counseling.

Professional Experience with Violence, Abuse, or Harassment

One hundred percent of the psychologists report that their professional work has required them to have an understanding of violence, abuse, or harassment (Table 1).

Ways Psychologists Have Learned About Violence, Abuse, or Harassment

The most common sources of understanding about violence, abuse, and harassment have been personal reading, research, and experience; on-the-job training; a practicum or internship; and workshops and conferences (Table 2). Only 27 percent report that required coursework contributed to their understanding, the second lowest percentage among the professions surveyed.

Courses Taken

Psychologists were most likely to have taken courses on ethical standards in the profession and racial/cultural sensitivity (Table 5). They were least likely to have taken courses in work with offenders or hate crimes.

TABLE 5. EVALUATION OF GRADUATES OF PROGRAMS IN PSYCHOLOGY

Courses Taken on Violence, Abuse and Harassment

	Did Take	Available But Didn't Take	Not Available
Ethical standards for the profession	72%	2%	27%
Racial/cultural sensitivity	59	11	31
Drug or alcohol abuse	53	27	20
Legal implications for the profession	52	2	47
Child abuse/neglect	50	9	41
Work with victims	46	8	47
Conflict resolution	45	14	42
Racism/discrimination	44	9	47
Physical violence	42	5	54
Emotional abuse	39	2	59
Sexual violence	37	6	57
Prevalence of violence, abuse, harassment	36	5	59
Causes of violence, abuse, harassment	36	6	58
Identification of violence, abuse, harassment	36	6	57
Domestic violence	35	11	55
Verbal abuse	32	2	66
Prevention of violence, abuse, harassment	32	2	67
Abuse of vulnerable adults	27	9	64
Hate crimes	20	6	74
Work with offenders	12	14	74

Adequacy of Education in Violence, Abuse and Harassment

	Inadequate	Adequate	Better than Adequate
Work with offenders	91%	8%	2%
Hate crimes	78	19	3
Prevention of violence, abuse, harassment	78	14	8
Abuse of vulnerable adults	78	22	0
Racism/discrimination	70	25	5
Emotional abuse	69	23	8
Sexual violence	66	27	8
Prevalence of violence, abuse, harassment	66	25	9
Identification of violence, abuse, harassment	64	28	8
Verbal abuse	64	30	6
Causes of violence, abuse, harassment	63	30	8
Physical violence	61	31	8
Racial/cultural sensitivity	61	31	8
Child abuse/neglect	60	24	16
Domestic violence	58	38	5
Work with victims	58	33	9
Conflict resolution	58	34	8
Legal implications for the profession	52	31	17
Drug or alcohol abuse	36	44	19
Ethical standards for the profession	35	37	29

Importance in Developing Future Curricula[1]

	Very Important	Moderately Important	Slightly Important	Not Important
Child abuse/neglect	86%	14%	0%	0%
Domestic violence	85	15	0	0
Sexual violence	82	19	0	0
Work with victims	82	18	0	0
Identification of violence, abuse, harassment	80	20	0	0
Ethical standards for the profession	80	18	2	0
Racial/cultural sensitivity	76	23	2	0
Prevention of violence, abuse, harassment	74	21	5	0
Physical violence	74	26	0	0
Emotional abuse	74	23	3	0
Conflict resolution	70	27	3	0
Causes of violence, abuse, harassment	68	27	2	2
Verbal abuse	65	24	11	0
Racism/discrimination	64	35	2	0
Legal implications for the profession	64	32	5	0
Abuse of vulnerable adults	64	29	8	0
Work with offenders	62	30	5	2
Prevalence of violence, abuse, harassment	62	30	5	2
Hate crimes	59	33	6	2
Drug or alcohol abuse	52	38	9	2

[1]Excludes "no opinion."

NOTE: Percentages may not add to 100 percent due to rounding.

SOURCE: Minnesota Higher Education Coordinating Board

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Most respondents who did not take courses on violence and abuse believe that these courses had not been available to them.

Adequacy of Preparation (Table 5)

Psychologists judged their preparation most adequate in:

Ethical standards for the profession
Drug or alcohol abuse

For all 18 other topics on the survey, 50 percent or more of the recently prepared psychologists judged their preparation as inadequate.

Future Course Development

All topics presented were judged by 50 percent or more of the respondents to be "very important" in developing new courses for people preparing to become licensed psychologists.

The five topics most often identified as needing additional emphasis are:

Prevention of violence, abuse, harassment
Work with victims
Sexual violence
Child abuse and neglect
Identification of violence, abuse, harassment

Comment on What Higher Education Could Do

Educational programs tend to emphasize research and theory. My personal belief is that one entire quarter of full-time programs should deal specifically with sexual and physical abuse. This ends up being the vast majority of your caseload when you work for providers in the community.

SOCIAL WORK

Inventory Results

Social work programs identified 111 courses that include violence and abuse issues, generally integrated into basic, required courses on social work practice, as required by the national accrediting body.

Professional Experience with Violence, Abuse, or Harassment

Ninety-eight percent of the social workers reported that their professional work has required them to have an understanding of violence, abuse, or harassment (Table 1).

Ways Social Workers Have Learned About Violence, Abuse, or Harassment

The most common sources of understanding about violence, abuse, and harassment have come from personal reading, research, and experience; on-the-job training; workshops and conferences; a practicum or internship; and coursework (Table 2).

Courses Taken

Social workers were most likely to have taken courses that included racial/cultural sensitivity, racism and other discrimination, and ethical standards (Table 6). Except for work with offenders, over half of the graduates report taking courses that included each topic in the survey.

Except for courses on drug and alcohol abuse, most respondents who did not take courses covering certain topics on violence and abuse believe that courses including these issues were not available.

Adequacy of Preparation

Social workers judged their preparation most adequate in racial/cultural sensitivity, ethical standards, physical violence and racism and other forms of discrimination (Table 6).

The only topic judged inadequate by more than 50 percent of the respondents was work with offenders.

Future Course Development

Although social workers tended to take courses on violence and abuse and report relatively high levels of satisfaction with their preparation, high percentages also rate these topics as "very important" for developing new courses for people preparing to become social workers (Table 6).

TABLE 6. EVALUATION OF GRADUATES OF PROGRAMS IN SOCIAL WORK

Courses Taken on Violence, Abuse and Harassment

	Did Take	Available But Didn't Take	Not Available
Racial/cultural sensitivity	91%	1%	7%
Racism/discrimination	87	1	11
Ethical standards for the profession	86	1	13
Causes of violence, abuse, harassment	76	5	20
Physical violence	75	5	20
Conflict resolution	73	7	20
Work with victims	73	9	19
Child abuse/neglect	72	15	13
Identification of violence, abuse, harassment	72	4	24
Domestic violence	72	11	17
Prevalence of violence, abuse, harassment	68	4	28
Sexual violence	68	9	23
Hate crimes	65	6	28
Abuse of vulnerable adults	65	10	26
Drug or alcohol abuse	63	31	6
Prevention of violence, abuse, harassment	61	4	35
Emotional abuse	54	3	43
Legal implications for the profession	52	5	43
Verbal abuse	51	4	46
Work with offenders	39	14	48

Adequacy of Education in Violence, Abuse and Harassment

	Inadequate	Adequate	Better than Adequate
Work with offenders	68%	28%	4%
Hate crimes	47	42	11
Prevention of violence, abuse, harassment	47	48	5
Legal implications for the profession	44	40	16
Verbal abuse	43	45	13
Emotional abuse	43	44	14
Abuse of vulnerable adults	39	52	9
Sexual violence	35	50	15
Work with victims	35	53	13
Identification of violence, abuse, harassment	34	49	17
Causes of violence, abuse, harassment	34	51	15
Drug or alcohol abuse	32	44	23
Child abuse/neglect	30	49	21
Prevalence of violence, abuse, harassment	27	58	15
Conflict resolution	24	56	19
Domestic violence	23	61	17
Racism/discrimination	22	44	34
Physical violence	22	64	14
Ethical standards for the profession	17	51	32
Racial/cultural sensitivity	15	48	37

Importance in Developing Future Curricula[1]

	Very Important	Moderately Important	Slightly Important	Not Important
Sexual violence	91%	8%	1%	0%
Work with victims	91	7	1	0
Prevention of violence, abuse, harassment	90	9	1	0
Causes of violence, abuse, harassment	88	11	1	0
Identification of violence, abuse, harassment	87	11	1	0
Racism/discrimination	85	12	3	0
Child abuse/neglect	85	11	3	1
Racial/cultural sensitivity	85	12	3	0
Domestic violence	84	15	1	0
Ethical standards for the profession	82	15	4	0
Conflict resolution	81	14	5	0
Work with offenders	80	14	4	3
Physical violence	79	19	3	0
Abuse of vulnerable adults	76	20	4	0
Emotional abuse	75	21	4	0
Hate crimes	74	20	6	0
Prevalence of violence, abuse, harassment	70	29	1	0
Drug or alcohol abuse	70	27	3	0
Verbal abuse	69	25	6	0
Legal implications for the profession	68	26	6	0

[1]Excludes "no opinion."

NOTE: Percentages may not add to 100 percent due to rounding.

SOURCE: Minnesota Higher Education Coordinating Board

The five topics most often identified as needing additional emphasis are:

Prevention of violence, abuse, harassment
Work with victims
Racial/cultural sensitivity
Identification of violence, abuse, harassment
Causes of violence, abuse, harassment

Comment on What Higher Education Could Do

I think more emphasis needs to be placed on students dealing with their own personal issues regarding violence, abuse, and harassment. Encouragement and exercises/assignments should be given by professors for students to examine their own lives and belief systems so that they can more effectively and sensitively deal with clients. There also needs to be several opportunities for situational experiences through role-playing, having those abused or abusers speak to classes, and direct client contact in an internship/practicum. Frequent exposure to and discussion of these issues does raise awareness, sensitivity, and hopefully, competence in dealing with them.

CHILD PROTECTION WORKERS

Inventory Results

There are no post-secondary degree programs specifically designed to prepare child protection workers. Many child protection workers have a social work or human services degree.

Professional Experience with Violence, Abuse, or Harassment

One hundred percent of the child protection workers report that their professional work has required them to have an understanding of violence, abuse, or harassment (Table 1).

Ways Child Protection Workers Have Learned About Violence, Abuse, or Harassment

The most common sources of understanding about violence, abuse, and harassment have been workshops and conferences; on-the-job training; and personal reading, research, and experience (Table 2).

Courses Taken

Child protection workers were most likely to report having taken courses on racial/cultural sensitivity and racism and other forms of discrimination (Table 7). They were least likely to have taken courses on work with offenders, verbal abuse, and legal implications for their occupation.

Adequacy of Preparation (Table 7)

Child protection workers judged their preparation to be most adequate in:

Drug or alcohol abuse
Racism/cultural sensitivity
Racism and other forms of discrimination

Fifty percent or more of the child protection workers judged their preparation inadequate in 10 areas:

Work with offenders
Verbal abuse
Legal implications for their profession
Abuse of vulnerable adults
Emotional abuse
Child abuse and neglect
Work with victims
Prevention of violence, abuse, and harassment
Sexual violence
Conflict resolution

Future Course Development

All but two of the topics presented were judged by 50 percent or more of the respondents to be "very important" in developing new courses for people preparing to be child protection workers (Table 7).

The five topics most often identified as needing additional emphasis are:

Child abuse and neglect
Prevention of violence, abuse, harassment
Work with victims
Work with offenders
Identification of violence, abuse, harassment

TABLE 7. EVALUATION OF CHILD PROTECTION WORKERS

Courses Taken on Violence, Abuse and Harassment

	Did Take	Available But Didn't Take	Not Available
Racial/cultural sensitivity	87%	10%	3%
Racism/discrimination	82	10	8
Causes of violence, abuse, harassment	76	0	24
Ethical standards for the profession	71	0	29
Conflict resolution	67	13	21
Drug or alcohol abuse	66	24	11
Identification of violence, abuse, harassment	63	0	37
Sexual violence	58	8	33
Child abuse/neglect	58	17	25
Hate crimes	57	11	32
Domestic violence	57	8	35
Prevalence of violence, abuse, harassment	57	5	38
Prevention of violence, abuse, harassment	55	8	37
Physical violence	49	11	40
Work with victims	49	14	38
Emotional abuse	37	9	54
Abuse of vulnerable adults	31	34	34
Legal implications for the profession	29	13	58
Verbal abuse	28	8	64
Work with offenders	24	18	58

Adequacy of Education in Violence, Abuse and Harassment

	Inadequate	Adequate	Better than Adequate
Work with offenders	84%	14%	3%
Verbal abuse	74	21	5
Legal implications for the profession	71	21	8
Abuse of vulnerable adults	69	26	5
Emotional abuse	67	26	8
Child abuse/neglect	63	29	8
Work with victims	59	39	3
Prevention of violence, abuse, harassment	56	33	10
Sexual violence	55	37	8
Conflict resolution	51	36	13
Prevalence of violence, abuse, harassment	47	40	13
Physical violence	45	45	11
Hate crimes	44	36	21
Identification of violence, abuse, harassment	41	49	10
Domestic violence	37	53	11
Ethical standards for the profession	36	41	23
Causes of violence, abuse, harassment	36	51	13
Racism/discrimination	21	31	49
Racial/cultural sensitivity	21	40	40
Drug or alcohol abuse	19	51	30

Importance in Developing Future Curricula[1]

	Very Important	Moderately Important	Slightly Important	Not Important
Work with victims	97%	3%	0%	0%
Child abuse/neglect	97	3	0	0
Prevention of violence, abuse, harassment	87	10	3	0
Conflict resolution	87	11	3	0
Domestic violence	85	15	0	0
Physical violence	85	15	0	0
Sexual violence	82	18	0	0
Identification of violence, abuse, harassment	77	23	0	0
Work with offenders	77	21	3	0
Legal implications for the profession	72	28	0	0
Emotional abuse	69	28	3	0
Causes of violence, abuse, harassment	68	29	3	0
Ethical standards for the profession	67	31	3	0
Prevalence of violence, abuse, harassment	64	28	8	0
Racial/cultural sensitivity	62	28	10	0
Verbal abuse	56	28	15	0
Drug or alcohol abuse	56	36	8	0
Racism/discrimination	51	41	8	0
Hate crimes	39	41	21	0
Abuse of vulnerable adults	36	54	8	0

[1]Excludes "no opinion."

NOTE: Percentages may not add to 100 percent due to rounding.

SOURCE: Minnesota Higher Education Coordinating Board

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Comment on What Higher Education Could Do

Need more information regarding cause and prevention. We do a lot of identifying and agreeing that the problem exists. Education does a good job on awareness. We're aware--now what?

LAW

Inventory Results

The University of Minnesota Law School identified 20 courses that include instructions on violence and abuse issues. The majority of these courses are on basic foundations of criminal law and procedures. A specialized course and clinic address the law and violence against women.

Hamline University listed courses on criminal law and family law. The law school is co-sponsoring a course on Violence in Society in spring 1993.

Professional Experience with Violence, Abuse, or Harassment

Eighty percent of the attorneys report that their professional work has required them to have an understanding of violence, abuse, or harassment (Table 1). This is the second lowest percentage among the professions in the survey.

Ways Attorneys Have Learned About Violence, Abuse, or Harassment

The most common sources of understanding about violence, abuse, and harassment have been personal reading, research, and experience (Table 2). Only 24 percent report that required courses contributed to their understanding, and only 22 percent report benefiting from conferences and workshops or from continuing education courses. These are among the lowest percentages in the professions surveyed.

Courses Taken

Attorneys were most likely to have taken courses on the legal implications of violence and on ethical standards in the profession (Table 8). Fewer than 10 percent of the attorneys report having

TABLE 8. EVALUATION OF GRADUATES OF PROGRAMS IN LAW

Courses Taken on Violence, Abuse and Harassment

	Did Take	Available But Didn't Take	Not Available
Legal implications for the profession	65%	5%	30%
Ethical standards for the profession	64	3	33
Conflict resolution	55	31	14
Racism/discrimination	45	20	34
Sexual violence	40	14	46
Domestic violence	28	24	48
Hate crimes	26	16	58
Physical violence	23	7	71
Identification of violence, abuse, harassment	21	11	68
Child abuse/neglect	21	12	67
Racial/cultural sensitivity	20	9	72
Prevalence of violence, abuse, harassment	18	9	72
Verbal abuse	15	4	81
Emotional abuse	15	2	82
Prevention of violence, abuse, harassment	11	9	81
Abuse of vulnerable adults	8	16	76
Causes of violence, abuse, harassment	7	10	83
Drug or alcohol abuse	7	12	82
Work with offenders	5	42	53
Work with victims	3	35	62

Adequacy of Education in Violence, Abuse and Harassment

	Inadequate	Adequate	Better than Adequate
Prevention of violence, abuse, harassment	73%	22%	5%
Causes of violence, abuse, harassment	69	25	5
Abuse of vulnerable adults	67	30	3
Drug or alcohol abuse	65	27	8
Verbal abuse	64	31	4
Work with victims	63	30	7
Emotional abuse	63	30	6
Child abuse/neglect	63	32	5
Racial/cultural sensitivity	60	30	11
Domestic violence	57	34	9
Prevalence of violence, abuse, harassment	56	37	7
Identification of violence, abuse, harassment	56	36	9
Work with offenders	55	36	9
Physical violence	53	40	7
Sexual violence	53	33	14
Hate crimes	49	40	11
Racism/discrimination	46	39	15
Ethical standards for the profession	35	43	22
Legal implications for the profession	34	36	30
Conflict resolution	29	46	24

Importance in Developing Future Curricula[1]

	Very Important	Moderately Important	Slightly Important	Not Important
Conflict resolution	63%	19%	15%	3%
Racism/discrimination	62	24	9	3
Ethical standards for the profession	60	23	9	5
Legal implications for the profession	59	24	12	3
Racial/cultural sensitivity	59	23	11	6
Sexual violence	58	31	8	3
Child abuse/neglect	54	25	13	6
Prevention of violence, abuse, harassment	53	26	13	6
Domestic violence	53	24	15	6
Hate crimes	49	27	19	5
Abuse of vulnerable adults	45	29	16	8
Identification of violence, abuse, harassment	44	29	16	8
Work with victims	42	29	15	11
Physical violence	38	30	22	7
Drug or alcohol abuse	36	36	20	7
Causes of violence, abuse, harassment	36	36	17	9
Work with offenders	33	31	19	15
Prevalence of violence, abuse, harassment	32	32	24	9
Verbal abuse	23	28	28	17
Emotional abuse	23	29	33	12

[1]Excludes "no opinion."

NOTE: Percentages may not add to 100 percent due to rounding.

SOURCE: Minnesota Higher Education Coordinating Board

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taken courses in work with victims, work with offenders, drug or alcohol abuse, causes of violence, or abuse of vulnerable adults.

Attorneys were least likely among the professions to have taken a course in 14 of the 20 violence and abuse topics listed on the survey.

Adequacy of Preparation

Attorneys judged their preparation to be most adequate in:

Conflict resolution
Legal implications for their profession
Ethical standards for their profession

Fifty percent or more of the attorneys judged their preparation inadequate in 15 areas:

Prevention of violence, abuse, harassment
Causes of violence
Abuse of vulnerable adults
Drug or alcohol abuse
Verbal abuse
Work with victims
Emotional abuse
Child abuse/neglect
Racial/cultural sensitivity
Domestic violence
Prevalence of violence, abuse, harassment
Identification of violence
Work with offenders
Physical violence
Sexual violence

Future Course Development

Attorneys gave less importance to including violence and abuse issues in future courses than the other professions. For 17 the 20 topics listed, attorneys were the most likely to say that the topic was "not important."

All topics, however, were rated as at least "moderately important" to include in future courses by at least 50 percent of the attorneys.

The five topics most often identified as needing additional emphasis are:

Sexual violence
Racial/cultural sensitivity
Child abuse and neglect
Prevention of violence, abuse, harassment
Ethical standards for the profession

Comment on What Higher Education Could Do

In law school, the best thing that could be done would be to incorporate topics of discrimination and abuse. There are few courses that could not effectively raise these issues. For instance, my torts class (a required first year course) never mentioned family violence or potential tort claim, yet we spent days discussing potential public bus hijacking. Also, rape is addressed as a crime in criminal law but not in family violence or crimes of discrimination. Needless to say, issues related to the gay and lesbian communities are also invisible.

PROBATION/PAROLE OFFICERS

Inventory Results

There are no post-secondary degree programs specifically designed to prepare probation or parole officers. Most officers have majored in the social sciences.

Professional Experience with Violence, Abuse, or Harassment

Ninety-five percent of the probation/parole officers report that their professional work has required them to have an understanding of violence, abuse, or harassment (Table 1).

Ways Probation/Parole Officers Have Learned About Violence, Abuse, or Harassment

Probation/parole officers report relatively high levels of contribution from most of the formal and information educational opportunities suggested on the survey (Table 2). The most common sources were workshops and conferences (reported by 100 percent), on-the-job training, and a practicum or internship. Sixty-one percent, the second highest among the professions, said that required coursework had helped them understand violence, abuse, and harassment. This result is particularly interesting because probation/parole officers do not have a prescribed program of post-secondary education.

Courses Taken

Probation/parole officers have various undergraduate majors. They were most likely to have taken courses in drug and alcohol abuse (Table 9). They were least likely to have taken courses on abuse of vulnerable adults or on legal implications for their occupation.

Adequacy of Preparation

Probation/parole officers judged their preparation to be most adequate in:

Drug and alcohol abuse
Causes of violence
Work with offenders

Fifty percent or more of the probation/parole officers judged their preparation to be inadequate in six areas:

Abuse of vulnerable adults
Work with victims
Legal implications for their profession
Ethical standards for their profession
Hate crimes
Verbal abuse

Future Course Development

All topics on the survey were judged to be "very important" in developing future courses for probation/parole officers by half or more of the respondents.

The five topics most often identified as needing additional emphasis are:

Work with victims
Identification of violence, abuse, harassment
Prevention of violence, abuse, harassment
Work with offenders
Sexual violence, causes of violence (tie)

Comment on What Higher Education Could Do

Keep current. Probably the most informational training I've been to involved victims from similar backgrounds and education levels as mine, coming forth with their stories. It really illustrates that violence doesn't just happen between drunks in trailer parks.

TABLE 9. EVALUATION OF PROBATION/PAROLE OFFICERS

Courses Taken on Violence, Abuse and Harassment

	Did Take	Available But Didn't Take	Not Available
Drug or alcohol abuse	92%	5%	3%
Work with offenders	73	0	27
Causes of violence, abuse, harassment	69	11	19
Physical violence	69	8	22
Prevalence of violence, abuse, harassment	67	8	25
Racism/discrimination	65	14	22
Conflict resolution	65	14	22
Emotional abuse	64	3	33
Child abuse/neglect	62	11	27
Prevention of violence, abuse, harassment	60	8	32
Racial/cultural sensitivity	60	22	19
Sexual violence	60	11	30
Identification of violence, abuse, harassment	60	16	24
Domestic violence	58	11	31
Hate crimes	54	11	35
Ethical standards for the profession	49	5	46
Verbal abuse	47	8	44
Work with victims	46	5	49
Legal implications for the profession	32	8	60
Abuse of vulnerable adults	22	28	50

Adequacy of Education in Violence, Abuse and Harassment

	Inadequate	Adequate	Better than Adequate
Abuse of vulnerable adults	73%	24%	3%
Work with victims	65	27	9
Legal implications for the profession	62	27	12
Ethical standards for the profession	53	38	9
Hate crimes	50	44	6
Verbal abuse	50	47	3
Emotional abuse	49	43	9
Prevention of violence, abuse, harassment	46	49	6
Sexual violence	46	51	3
Domestic violence	41	53	6
Prevalence of violence, abuse, harassment	40	54	6
Racial/cultural sensitivity	38	50	12
Physical violence	37	49	14
Child abuse/neglect	[illegible]	54	11
Identification of violence, abuse, harassment	32	56	12
Racism/discrimination	31	63	6
Conflict resolution	29	66	6
Work with offenders	27	62	12
Causes of violence, abuse, harassment	23	63	14
Drug or alcohol abuse	17	46	37

Importance in Developing Future Curricula[1]

	Very Important	Moderately Important	Slightly Important	Not Important
Prevention of violence, abuse, harassment	89%	11%	0%	0%
Child abuse/neglect	89	8	3	0
Work with offenders	89	11	0	0
Work with victims	83	17	0	0
Sexual violence	81	17	3	0
Domestic violence	81	17	3	0
Causes of violence, abuse, harassment	78	17	6	0
Physical violence	78	19	3	0
Racial/cultural sensitivity	77	14	9	0
Legal implications for the profession	74	20	6	0
Drug or alcohol abuse	74	23	3	0
Hate crimes	74	14	11	0
Identification of violence, abuse, harassment	72	25	3	0
Racism/discrimination	69	26	6	0
Prevalence of violence, abuse, harassment	67	31	3	0
Conflict resolution	66	29	6	0
Ethical standards for the profession	66	29	6	0
Abuse of vulnerable adults	58	17	25	0
Emotional abuse	56	33	11	0
Verbal abuse	50	39	11	0

[1]Excludes "no opinion."

NOTE: Percentages may not add to 100 percent due to rounding.

SOURCE: Minnesota Higher Education Coordinating Board

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LAW ENFORCEMENT

Inventory Results

Law enforcement programs reported 224 courses dealing with violence and abuse. Half of all courses in the Inventory that focus on violence and abuse issues (for more than 75 percent of the content) were courses in law enforcement programs.

Professional Experience with Violence, Abuse, or Harassment

Ninety-three percent of the law enforcement officers report that their professional work has required them to have an understanding of violence, abuse, or harassment (Table 1).

Ways Law Enforcement Officers Have Learned About Violence, Abuse, or Harassment

On-the-job training and required coursework were the most common sources of understanding about violence, abuse, and harassment (Table 2). Law enforcement officers had the highest percentage reporting required coursework and the lowest percentage reporting their own reading, research, and experience.

Courses Taken

Law enforcement officers were most likely to have taken courses on domestic violence, physical violence, sexual violence, and drug and alcohol abuse (Table 10). Except for work with offenders, at least half of the respondents report having taken courses on all topics listed on the survey. For 11 of 20 topics, law enforcement officers were most likely to report having taken coursework in preparation for their profession.

Adequacy of Preparation

Law enforcement officers were most likely to report their preparation as adequate in drug or alcohol abuse, domestic violence, and physical violence (Table 10).

There were no areas judged inadequate by 50 percent of more of the law enforcement officers--with chemical dependency counselors, the most positive results among the professions

TABLE 10. EVALUATION OF GRADUATES OF PROGRAMS IN LAW ENFORCEMENT

Courses Taken on Violence, Abuse and Harassment

	Did Take	Available But Didn't Take	Not Available
Domestic violence	93%	1%	6%
Physical violence	88	0	12
Sexual violence	87	3	10
Drug or alcohol abuse	87	7	6
Identification of violence, abuse, harassment	84	1	14
Child abuse/neglect	82	6	12
Legal implications for the profession	81	3	17
Ethical standards for the profession	81	3	16
Causes of violence, abuse, harassment	79	2	19
Conflict resolution	75	8	17
Racism/discrimination	75	9	16
Hate crimes	75	8	17
Prevention of violence, abuse, harassment	71	5	24
Prevalence of violence, abuse, harassment	70	2	28
Emotional abuse	67	4	29
Racial/cultural sensitivity	64	13	23
Verbal abuse	61	3	36
Abuse of vulnerable adults	58	4	37
Work with victims	55	12	33
Work with offenders	48	15	38

Adequacy of Education in Violence, Abuse and Harassment

	Inadequate	Adequate	Better than Adequate
Work with victims	43%	46%	11%
Work with offenders	43	45	12
Abuse of vulnerable adults	37	56	7
Prevention of violence, abuse, harassment	35	56	10
Emotional abuse	29	66	5
Verbal abuse	28	65	7
Racial/cultural sensitivity	26	62	12
Hate crimes	25	59	16
Conflict resolution	22	60	18
Child abuse/neglect	22	57	22
Racism/discrimination	21	66	13
Causes of violence, abuse, harassment	20	66	15
Prevalence of violence, abuse, harassment	18	72	11
Identification of violence, abuse, harassment	17	65	18
Legal implications for the profession	15	55	30
Ethical standards for the profession	15	58	28
Sexual violence	15	61	35
Physical violence	10	63	27
Domestic violence	10	50	40
Drug or alcohol abuse	8	62	30

Importance in Developing Future Curricula[1]

	Very Important	Moderately Important	Slightly Important	Not Important
Child abuse/neglect	85%	13%	1%	0%
Domestic violence	83	15	2	1
Sexual violence	79	17	3	0
Physical violence	75	22	3	0
Conflict resolution	62	25	12	1
Identification of violence, abuse, harassment	61	25	13	1
Prevention of violence, abuse, harassment	60	26	11	2
Legal implications for the profession	59	32	7	1
Drug or alcohol abuse	57	22	17	3
Work with victims	53	29	13	3
Hate crimes	53	34	11	2
Ethical standards for the profession	53	29	16	2
Abuse of vulnerable adults	51	33	13	3
Causes of violence, abuse, harassment	47	32	18	3
Racial/cultural sensitivity	44	32	19	4
Racism/discrimination	44	32	20	2
Prevalence of violence, abuse, harassment	40	40	17	3
Emotional abuse	37	40	21	1
Work with offenders	32	23	28	11
Verbal abuse	31	37	27	5

[1]Excludes "no opinion."

NOTE: Percentages may not add to 100 percent due to rounding.

SOURCE: Minnesota Higher Education Coordinating Board

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surveyed. Work with victims and work with offenders were the areas most reported as needing improvement.

Future Course Development

Thirteen of 20 topics on the survey were said by 50 percent or more of the respondents to be "very important" in developing new courses for law enforcement officers (Table 10).

The five topics most often identified as needing additional emphasis are:

Domestic violence
Child abuse and neglect
Sexual violence
Physical violence
Identification of violence, abuse, harassment

Comment on What Higher Education Could Do

Educators should spend additional time training future officers how to help the victims of these types of crimes. For example, what state and local agencies could be contacted to follow-up with the victims to break the cycle of repeated violence.

NURSING

Inventory Results

All but one program preparing registered nurses and two programs preparing practical nurses reported offering courses that include violence and abuse issues. This content typically is included in basic clinical courses, in mental health courses, and in community and child health courses.

Professional Experience with Violence, Abuse, or Harassment

Seventy-seven percent of the nurses report that their professional work has required them to have an understanding of violence, abuse, or harassment (Table 1). This is the lowest percentage among the professions in the survey.

Ways Nurses Have Learned About Violence, Abuse, or Harassment

The most common sources of understanding about violence, abuse, or harassment have been nurses' own reading, research, and experience (Table 2).

Courses Taken

Nurses were most likely to have taken courses in abuse of vulnerable adults, ethical standards in their profession, and drug or alcohol abuse (Table 11). They were least likely to have taken courses in work with offenders or hate crimes.

Adequacy of Preparation

Nurses judged their preparation to be most adequate in ethical standards for their profession and abuse of vulnerable adults (Table 11).

Fifty percent or more of the nurses judged their preparation to be inadequate in 10 areas:

Work with offenders
Hate crimes
Work with victims
Racism and other forms of discrimination
Prevention of violence, abuse, harassment
Racial/cultural sensitivity
Conflict resolution
Domestic violence
Causes of violence
Emotional abuse

Future Course Development

Sixteen of the areas on the survey were judged to be "very important" in developing future courses by 50 percent or more of the nurses (Table 11).

The five topics most often identified as needing additional emphasis are:

Child abuse and neglect
Abuse of vulnerable adults
Identification of violence, abuse, harassment
Prevention of violence, abuse, harassment
Work with victims

TABLE 11. EVALUATION OF GRADUATES OF PROGRAMS IN NURSING

Courses Taken on Violence, Abuse and Harassment

	Did Take	Available But Didn't Take	Not Available
Abuse of vulnerable adults	79%	3%	19%
Ethical standards for the profession	78	1	22
Drug or alcohol abuse	75	6	19
Legal implications for the profession	73	4	23
Child abuse/neglect	71	3	26
Physical violence	68	1	31
Identification of violence, abuse, harassment	66	2	32
Sexual violence	56	5	40
Causes of violence, abuse, harassment	54	5	41
Emotional abuse	54	1	45
Prevalence of violence, abuse, harassment	53	2	45
Verbal abuse	52	2	45
Conflict resolution	51	3	47
Racial/cultural sensitivity	50	2	48
Domestic violence	49	4	47
Prevention of violence, abuse, harassment	48	5	47
Racism/discrimination	43	6	50
Work with victims	30	8	62
Hate crimes	24	8	68
Work with offenders	12	9	78

Adequacy of Education in Violence, Abuse and Harassment

	Inadequate	Adequate	Better than Adequate
Work with offenders	83%	15%	2%
Hate crimes	70	28	2
Work with victims	70	27	3
Racism/discrimination	61	34	5
Prevention of violence, abuse, harassment	60	36	4
Racial/cultural sensitivity	59	35	6
Conflict resolution	54	38	9
Domestic violence	52	43	5
Causes of violence, abuse, harassment	52	45	3
Emotional abuse	50	46	5
Sexual violence	48	42	10
Verbal abuse	47	49	4
Identification of violence, abuse, harassment	43	51	5
Prevalence of violence, abuse, harassment	43	54	4
Child abuse/neglect	39	48	13
Physical violence	39	55	6
Legal implications for the profession	38	49	13
Drug or alcohol abuse	36	51	13
Abuse of vulnerable adults	30	51	19
Ethical standards for the profession	24	56	20

Importance in Developing Future Curricula[1]

	Very Important	Moderately Important	Slightly Important	Not Important
Child abuse/neglect	83%	13%	4%	0%
Abuse of vulnerable adults	78	16	5	1
Prevention of violence, abuse, harassment	75	17	8	0
Sexual violence	75	19	5	2
Identification of violence, abuse, harassment	72	23	5	0
Physical violence	70	26	4	0
Ethical standards for the profession	69	24	6	1
Legal implications for the profession	66	25	8	1
Conflict resolution	66	22	10	1
Work with victims	65	24	8	2
Drug or alcohol abuse	64	29	7	0
Domestic violence	62	30	8	0
Emotional abuse	58	34	6	2
Causes of violence, abuse, harassment	58	32	9	1
Prevalence of violence, abuse, harassment	53	33	12	1
Verbal abuse	52	37	8	3
Racial/cultural sensitivity	49	32	16	2
Racism/discrimination	48	31	17	4
Hate crimes	45	33	17	5
Work with offenders	44	29	16	8

[1]Excludes "no opinion."

NOTE: Percentages may not add to 100 percent due to rounding.

SOURCE: Minnesota Higher Education Coordinating Board

Comment on What Higher Education Could Do

Be more honest about the reality of what is going on out in the world. People are still in denial that they cannot teach something that doesn't exist for them or doesn't exist in their minds at all. It is getting so we all have experienced or know someone who has experienced abuse of some kind and we need to deal with it instead of sweeping it under the rug which is more comfortable for society. Let's hire victim/survivors to teach these classes and self-defense and also teach about forgiveness so victims can get on with their lives and leave the perpetrators holding a bag instead. If victims could forgive themselves for their passive involvement, they could get well much faster.

MEDICINE

Inventory Results

Undergraduate medical schools at the University of Minnesota-Twin Cities and Mayo Medical School report limited exposure to problems of violence and abuse as part of their programs. The psychiatry and family practice and community health residencies at the University of Minnesota include violence and abuse topics within courses offered by those departments. The University of Minnesota-Duluth School of Medicine offers a specialized elective course in Abusive Relationships.

Professional Experience with Violence, Abuse, or Harassment

Eighty-six percent of the physicians report that their professional work has required them to have an understanding of violence, abuse, or harassment (Table 1).

Ways Physicians Have Learned About Violence, Abuse, or Harassment

The most common sources of understanding have been physicians' on-the-job training and own reading, research, and experience (Table 2). Compared to the other professions, physicians report a low level of benefit from workshops and conferences or from continuing education courses.

Courses Taken

Physicians are most likely to have had courses dealing with drug or alcohol abuse and child abuse and neglect (Table 12). Less than one-fourth of these physicians had coursework on hate

TABLE 12. EVALUATION OF GRADUATES IN PROGRAMS IN MEDICINE

Courses Taken on Violence, Abuse and Harassment

	Did Take	Available But Didn't Take	Not Available
Drug or alcohol abuse	83%	8%	8%
Child abuse/neglect	74	3	23
Ethical standards for the profession	55	3	42
Physical violence	54	1	45
Sexual violence	49	6	45
Identification of violence, abuse, harassment	49	3	48
Abuse of vulnerable adults	42	4	54
Domestic violence	42	4	54
Legal implications for the profession	40	4	56
Prevalence of violence, abuse, harassment	38	0	62
Work with victims	32	12	56
Emotional abuse	31	4	65
Causes of violence, abuse, harassment	30	5	65
Verbal abuse	29	1	70
Prevention of violence, abuse, harassment	28	3	68
Conflict resolution	25	2	73
Racial/cultural sensitivity	23	4	73
Racism/discrimination	18	2	80
Work with offenders	13	13	75
Hate crimes	13	3	84

Adequacy of Education in Violence, Abuse and Harassment

	Inadequate	Adequate	Better than Adequate
Work with offenders	77%	22%	1%
Prevention of violence, abuse, harassment	72	25	3
Hate crimes	70	27	3
Conflict resolution	67	28	5
Work with victims	66	30	4
Racism/discrimination	65	31	4
Racial/cultural sensitivity	63	32	5
Verbal abuse	61	35	4
Emotional abuse	61	32	7
Abuse of vulnerable adults	60	31	10
Identification of violence, abuse, harassment	59	35	6
Causes of violence, abuse, harassment	59	36	5
Domestic violence	58	34	7
Legal implications for the profession	57	32	11
Prevalence of violence, abuse, harassment	54	37	9
Sexual violence	53	35	13
Physical violence	49	41	10
Ethical standards for the profession	42	45	13
Child abuse/neglect	33	52	16
Drug or alcohol abuse	25	46	29

Importance in Developing Future Curricula[1]

	Very Important	Moderately Important	Slightly Important	Not Important
Child abuse/neglect	78%	16%	5%	1%
Identification of violence, abuse, harassment	72	22	6	0
Drug or alcohol abuse	65	26	9	0
Physical violence	64	27	9	0
Sexual violence	64	26	9	0
Abuse of vulnerable adults	61	29	9	1
Domestic violence	61	27	11	1
Prevention of violence, abuse, harassment	59	29	9	3
Work with victims	55	33	8	3
Ethical standards for the profession	54	34	12	0
Conflict resolution	52	22	20	3
Legal implications for the profession	51	40	9	0
Racial/cultural sensitivity	47	30	17	5
Racism/discrimination	43	30	20	6
Causes of violence, abuse, harassment	41	37	19	3
Prevalence of violence, abuse, harassment	36	41	22	0
Emotional abuse	35	40	22	2
Work with offenders	30	31	31	8
Verbal abuse	29	37	30	4
Hate crimes	29	38	22	10

[1]Excludes "no opinion."

NOTE: Percentages may not add to 100 percent due to rounding.

SOURCE: Minnesota Higher Education Coordinating Board

crimes, working with offenders, racial/cultural sensitivity, or racism as part of their medical education.

Adequacy of Preparation

Physicians judged their preparation to be most adequate in drug or alcohol abuse and child abuse and neglect (Table 12).

Fifty percent or more of the physicians judged their preparation to be inadequate in 16 areas:

Work with offenders
Prevention of violence, abuse, harassment
Hate crimes
Conflict resolution
Work with victims
Racism and other forms of discrimination
Racial/cultural sensitivity
Verbal abuse
Emotional abuse
Abuse of vulnerable adults
Identification of violence and abuse
Causes of violence
Domestic violence
Legal implications for their profession
Prevalence of violence, abuse, harassment
Sexual violence

Future Course Development

Twelve of 20 areas on the survey were judged to be "very important" in developing future courses for physicians by half or more of the respondents (Table 12).

The five topics most often identified as needing additional emphasis are:

Identification of violence, abuse, harassment
Child abuse and neglect
Prevention of violence, abuse, harassment
Domestic violence
Abuse of vulnerable adults

Comment on What Higher Education Could Do

Develop a short intensive course (2 or 3 days) in third or fourth year of medical school to address these issues, especially in regard to identification of abuse and ethical standards of the profession, and also how to manage such cases (confrontation, etc.) Information about these topics tended to be addressed only briefly in other courses or passed on by anecdote during clinical rotations.

CHEMICAL DEPENDENCY COUNSELING

Inventory Results

Community college Human Services-Chemical Dependency Specialist programs all report several courses dealing with violence and abuse, frequently in the context of family dynamics, assessment, and counseling.

Professional Experience with Violence, Abuse, or Harassment

Ninety-six percent of the community college chemical dependency specialist graduates report that their professional work has required them to have an understanding of violence, abuse, or harassment (Table 1).

Ways Chemical Dependency Counselors Have Learned About Violence, Abuse, or Harassment

The most common sources of understanding among chemical dependency counselors were a practicum or internship and on-the-job training (Table 2).

Courses Taken

Community college chemical dependency specialist graduates were most likely to have taken courses in drug or alcohol abuse, ethical standards in their profession, and emotional abuse (Table 13). All content areas listed on the survey had been taken by at least half the respondents.

Adequacy of Preparation

Chemical dependency specialists overwhelmingly judged their preparation to be most adequate in ethical standards for their profession, physical violence, drug or alcohol abuse, and emotional

TABLE 13. EVALUATION OF GRADUATES OF CHEMICAL DEPENDENCY SPECIALIST PROGRAMS

Courses Taken on Violence, Abuse and Harassment

	Did Take	Available But Didn't Take	Not Available
Drug or alcohol abuse	100%	0%	0%
Ethical standards for the profession	96	0	4
Emotional abuse	92	0	8
Domestic violence	80	4	16
Racial/cultural sensitivity	80	12	8
Physical violence	80	4	16
Legal implications for the profession	75	0	25
Abuse of vulnerable adults	72	4	24
Sexual violence	72	12	16
Child abuse/neglect	71	4	25
Prevalence of violence, abuse, harassment	68	4	28
Verbal abuse	68	0	32
Conflict resolution	68	16	16
Racism/discrimination	68	8	24
Work with victims	64	8	28
Causes of violence, abuse, harassment	64	8	28
Identification of violence, abuse, harassment	60	8	32
Prevention of violence, abuse, harassment	60	4	36
Hate crimes	57	9	35
Work with offenders	56	8	36

Adequacy of Education in Violence, Abuse and Harassment

	Inadequate	Adequate	Better than Adequate
Prevention of violence, abuse, harassment	48%	33%	19%
Work with offenders	43	29	29
Abuse of vulnerable adults	38	29	33
Causes of violence, abuse, harassment	38	38	24
Identification of violence, abuse, harassment	33	33	33
Hate crimes	33	43	24
Racism/discrimination	29	48	24
Domestic violence	27	50	23
Prevalence of violence, abuse, harassment	24	57	19
Legal implications for the profession	24	52	24
Child abuse/neglect	24	43	33
Conflict resolution	24	33	43
Work with victims	19	48	33
Verbal abuse	19	62	19
Racial/cultural sensitivity	14	52	33
Sexual violence	14	62	24
Emotional abuse	9	59	32
Drug or alcohol abuse	5	29	67
Physical violence	5	68	27
Ethical standards for the profession	5	50	46

Importance in Developing Future Curricula[1]

	Very Important	Moderately Important	Slightly Important	Not Important
Drug or alcohol abuse	96%	4%	0%	0%
Sexual violence	92	8	0	0
Conflict resolution	91	4	4	0
Ethical standards for the profession	91	0	9	0
Child abuse/neglect	88	13	0	0
Identification of violence, abuse, harassment	83	13	0	4
Emotional abuse	83	13	4	0
Work with offenders	83	13	0	0
Prevention of violence, abuse, harassment	83	13	4	0
Domestic violence	83	17	0	0
Work with victims	79	21	0	0
Physical violence	77	18	5	0
Legal implications for the profession	75	13	13	0
Racial/cultural sensitivity	74	26	0	0
Racism/discrimination	74	22	4	0
Abuse of vulnerable adults	74	26	0	0
Verbal abuse	71	25	4	0
Prevalence of violence, abuse, harassment	70	22	4	4
Hate crimes	65	30	4	0
Causes of violence, abuse, harassment	63	29	8	0

[1]Excludes "no opinion."

NOTE: Percentages may not add to 100 percent due to rounding.

SOURCE: Minnesota Higher Education Coordinating Board

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abuse (Table 13). There were no areas judged to be inadequate by 50 percent of more of the respondents.

Future Course Development

Fifty percent or more of the chemical dependency specialists said each area on the survey was "very important" in developing future courses to prepare people for their profession (Table 13).

The topics most often identified as needing additional emphasis are:

Sexual violence
Emotional abuse
Child abuse and neglect
Racial/cultural sensitivity

Comment on What Higher Education Could Do

More focus on prevention research. I believe we often lean the ladder of education against the wrong wall. Aggression, violence, and harassment are used because they work. Early rewards for these types of behavior reinforce their use later in life. More education directed toward cause and prevention will be much more useful than that directed toward cause and correction.

SUMMARY

Professional Experience with Violence, Abuse, or Harassment

Recent graduates who are working in the professions surveyed have been required to cope with the causes and effects of violence, abuse, and harassment. The percentage reporting work experience dealing with these issues ranged from 77 to 100 percent. For 7 of the 11 professional fields, over 90 percent report having direct need for understanding about violence and abuse.

Ways of Learning About Violence, Abuse, or Harassment

The most common means of learning about violence and abuse among these professionals has been their own reading, research, and experience and on-the-job training. Workshops and conferences were the most common sources of understanding for three fields.

For all professions, required courses were less likely to have contributed to graduates' understanding than other experiences, such as on-the-job training, in-service education, or direct experience. The range reporting learning about violence in required courses ranged from 66 percent among law enforcement officers to 24 percent among attorneys.

Adequacy of Preparation

Specific areas of violence studied in professional education programs varied considerably by field. Graduates who did not take courses on specific violence issues tended to say that these courses had not been available. Graduates of community college chemical dependency programs, law enforcement programs, and social work programs tended to report the highest levels of participation in coursework about violence issues.

Preparation in some areas of violence was judged to be inadequate by 50 percent or more of the respondents in all professions except law enforcement and chemical dependency counseling. The majority of social work graduates reported all but one area of preparation as adequate.

Future Course Development

Violence issues tended to be seen by these recent graduates as very important for future curriculum development. While areas of emphasis varied by profession, identification of violence, child abuse and neglect, and violence prevention were among the top five priorities for 9 of the 11 professions.

CHAPTER 4. CONCLUSIONS AND RECOMMENDATIONS

While violence has existed throughout human history, Minnesotans believe that society has become more violent, changing the ways they are living. There is new energy in using all resources at the state's disposal to prevent violence and to act assertively and compassionately to violent acts. Violence and abuse no longer are seen as limited to public events causing physical injury; child abuse, emotional abuse, and other more subtle problems are recognized as part of the cycle of violence.

Professionals on the front lines in education, social services, law enforcement, and criminal justice are doing their best to cope with new levels of violence and new expectations for dealing with victims and perpetrators. They are seeing prevention as the real solution to making Minnesota a better place to live.

Professional education needs to strengthen the preparation of graduates for the contemporary challenges of violence and abuse. Some professional programs have made strides in updating their curricula to address these issues. Others are just beginning to see connections between violence on the front pages of the newspapers and their roles in preparing graduates for the world as it is today.

In general, professional education has been most likely to address violence and abuse issues in fields in which the connections are inescapable. Law enforcement officers, social workers, and chemical dependency counselors know they will deal on a daily basis with people experiencing violence and abuse. Both the course inventory and graduates' survey conducted for the task force show that programs in these professions extensively address violence and abuse issues. Here the need is not so much attention as it is continually examining quality and outcomes.

Professions that deal with the general public--not just people with problems easily linked to the potential for violence and abuse--have been slower to recognize that they will be called upon to identify and respond to violence and abuse. Historically, these problems could be seen as aberrations that are the responsibility of others. As the pervasiveness of violence and abuse are recognized, these professions, too, are learning that they have to be prepared to respond appropriately. Increasingly teachers, attorneys, nurses, and physicians are coming face-to-face with the effects of violence on their students, clients, and patients.

In developing its recommendations, the task force sought to identify ways to:

- Keep the spotlight on the need to improve professional education about violence and abuse
- Involve all people and organizations in a profession with the ability to identify, create, and enforce curriculum changes
- Build capacity for a sustained focus to this work in the professions and in higher education

Specifically, the task force believes there are vital roles for the legislature, post-secondary education, professional organizations, and licensing agencies in strengthening curricula to prepare professionals who must deal with violence and abuse.

RECOMMENDATIONS

The critical impacts of violence on society necessitate legislative leadership in as many areas, as reflected in the 1992 Omnibus Crime Bill. Legislation should continue to give urgency to the need to have adequate attention to violence and abuse in professional education programs, and the legislature should demand accountability from the professions and from higher education.

The studies conducted for the task force show that higher education has been addressing violence and abuse issues, but, in many programs, efforts have not kept up with changes in society. Some improvements can be made in professional programs offered in post-secondary classrooms;

some topics may be best addressed when graduates begin to have experience in the profession. Each profession and program needs to debate the specific skills and knowledge that are needed and the most appropriate ways to include and assess these topics. Many of the specific changes need to be determined by faculty with leadership from statewide organizations, including professional associations, licensing agencies, and the legislature.

Higher education, state regulation, and the profession must work together to assure that graduates meet standards for professional competence. Strategies may be different in the different professions, but each profession should address itself to the problems of violence and abuse and publicly state how it will be accountable. To provide focus and accountability for this process, the task force makes the following recommendations:

1. **The legislature should hold hearings during the 1993 session to receive this report and testimony from the higher education systems and licensing boards.**

2. **The Higher Education Coordinating Board should transmit this report and appropriate findings from the course inventory and graduates' survey to post-secondary programs, licensing agencies, and professional associations for the professions reviewed by the task force. These organizations should immediately begin reviews and discussion about curriculum improvements.**

3. **The legislature should state its recognition of the need to strengthen curricula about violence and abuse and designate a multi-disciplinary Higher Education Center on Violence and Abuse to lead policy and program changes. If necessary, current funding in the Higher Education Coordinating Board budget for multidisciplinary program grants for training on violence and abuse could be redirected to support the Center. The Center should be charged with the following tasks:**

    a. **The Center should serve as a clearinghouse of information on curriculum models and other resources for both professional education and for education of faculty, students, and staff about violence and harassment (required under separate legislation in the 1992 Omnibus Crime Bill), sponsor conferences and research that will assist higher education in addressing these issues, and fund pilot projects.**

b. **The Center should create a task force for each profession that was represented in the Higher Education Coordinating Board survey of recent graduates. Each task force should include representatives of the licensing agency (or hiring agency if the occupation is not licensed), higher education systems offering programs in the profession, appropriate professional associations, students or recent graduates, representatives of communities served by the profession, and employers or experienced professionals.**

c. **The Center should establish guidelines for the work of the task forces. Each task force should review current programs, licensing regulations and examinations, and accreditation standards to identify specific needs and plans for assuring that professionals are adequately prepared and updated on violence and abuse issues.**

d. **The Center should provide a progress report to the 1994 Legislature.**

e. **The Center should receive reports from the professional education task forces and transmit them, along with a review and comment, to the 1995 Legislature.**

APPENDIX A. LEGISLATION

Laws of Minnesota for 1992, Chapter 571, Article 16
Sec. 2. [CURRICULUM AND TRAINING ABOUT VIOLENCE AND ABUSE.]

Subdivision 1. [SURVEY OF EFFECTIVENESS OF INSTRUCTION.] The higher education coordinating board shall conduct a random survey of recent Minnesota graduates of an "eligible institution," focusing on teachers, school district administrators, school district professional support staff, child protection workers, law enforcement officers, probation officers, parole officers, lawyers, physicians, nurses, mental health professionals, social workers, guidance counselors, and all other mental health and health care professionals who work with adult and child victims and perpetrators of violence and abuse. The survey shall be designed to ascertain whether the instructional programs the graduates completed provided adequate instruction about:

(1) the extent and causes of violence and the identification of violence, which includes physical or sexual abuse or neglect, and racial or cultural violence; and

(2) culturally and historically sensitive approaches to dealing with victims and perpetrators of violence.

For the purpose of this section, "eligible institution" has the meaning given it in Minnesota Statutes, Section 136A.101, Subdivision 4.

Subd. 2. [CURRENT COURSE OFFERINGS.] Each public eligible institution must report, and the University of Minnesota and each private eligible institution are requested to report, to the higher education coordinating board current course offerings and special programs relating to the issues described in subdivision 1, clauses (1) and (2). At a minimum, the reports must be filed for those departments offering majors for students entering the professions described in subdivision 1.

Subd. 3. [CURRICULAR RECOMMENDATION.] The higher education coordinating board shall convene and staff meetings of the boards that license occupations listed in subdivision 1, the University of Minnesota, the technical college, community college, and state university systems, and the Minnesota private college council. The boards, the systems, and the council shall develop recommendations indicating how eligible institutions can strengthen curricula and special programs in the areas described in subdivision 1, clauses (1) and (2). The recommendations shall consider the results of the random survey required by subdivision 1, and the review of current programs required in subdivision 2. The recommendations are advisory only and are intended to assist the institutions in strengthening curricula and special programs.

Subd. 4. [REPORT TO LEGISLATURE.] By February 15, 1993, the higher education coordinating board shall report to the legislature the results of the survey required by subdivision 1, the review of current programs required by subdivision 2, and the implementation plan required by subdivision 3.

APPENDIX B. TASK FORCE MEMBERS

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Jan Bodnia
Minnesota Department of Education

Robert C. Butler
Executive Director
Minnesota Board of Marriage and Family Therapists

William R. Carter III
Executive Director
Board of Peace Officer Standards & Training

Jeanette Daines (until January 1, 1993)
Manager of Special Projects Development
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Richard Dean
Child Protective Services Section
Department of Human Services

Lou Fuller
Member, Board of Psychology

The Honorable Isabel Gomez
Judge, Hennepin County-4th Judicial District
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